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ABSTRACT

COPES (Community College Occupational Programs Evaluation System), established in 1973 as a cooperative undertaking of community colleges, is today the accepted system for evaluation of occupational education in California community colleges. In its fifth year of operation (1975-76) an assessment study focused on the basic system. Key objectives of the study were to secure COPES impact data from colleges that had participated in the system, assess the current system and make appropriate revisions, and publish revised system guides. A 12-member revision committee monitored the study and served as the decisionmaking body regarding proposed refinements. Thirty-nine colleges responded to a questionnaire, and two key findings emerged: (1) Oral and written reports of the COPES teams were highly useful to the colleges in planning for occupational education program changes and (2) many benefits resulted in terms of impact on students and education improvements. (Narrative description of responses to the questionnaire, accompanied by supporting tables, and resultant actions by COPES management make up the bulk of the document, along with 34 pages of appendixes, which contain names of cooperating colleges, COPES project participants, and details on both the impact assessment and system assessment.) (EL)

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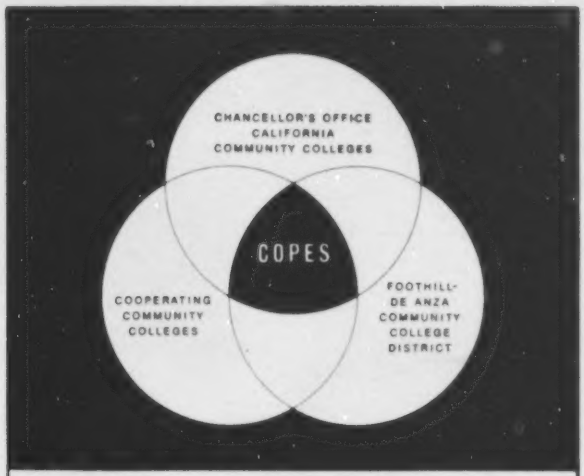


Assessment of COPES:
The System and Its Impact

June 1976

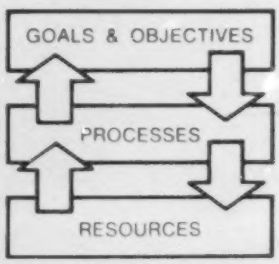
COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

sponsorship:
CHANCELLOR'S OFFICE
THE CALIFORNIA COMMUNITY COLLEGES

management:
FOOTHILL-DE ANZA
COMMUNITY COLLEGE DISTRICT

coordination:
COPES SERVICE CENTER

development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES



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Section 1

INTRODUCTION

INTRODUCTION

COPES (Community College Occupational Programs Evaluation System) was established in 1971 as a cooperative undertaking of community college leaders and the Chancellor's Office of the California Community Colleges.

Since then the system has been applied at approximately two-thirds of all the community colleges in the state, four evaluation subsystems have been developed, and nearly 200 educators and community representatives have been involved in service as an implementation cadre.

As a result, COPES today is the recognized system for evaluation of occupational education in California community colleges.

Its progress and present stature must be credited in significant measure to the cooperative leadership model which has provided COPES an outstandingly broad and deep base. This model includes the Chancellor's Office, in the role of sponsorship; Foothill-De Anza Community College District, in project management; and community colleges throughout the state, in cooperative participation. At the Chancellor's Office, direct supervision is assigned to Dr. Bill Morris, evaluation specialist, division of occupational education; at Foothill-De Anza district, management is the responsibility of Dr. Nathan H. Boortz, director of technical education, with Dr. George W. Ebey, of George Ebey Associates, as project coordinator.

From the outset, the goal of COPES has been to improve the quality and availability of occupational education in California community colleges.

Also from the outset, to monitor the workings of the basic system and the subsystems in the light of that goal, project leaders have continuingly and systematically been engaged in evaluation of COPES itself. They have, at the end of each year, obtained information on improvement

actions taken by the cooperating colleges as a result of COPES evaluations conducted during the year. They have secured perceptions from literally thousands of participants as to the effectiveness of the COPES process and each year have utilized the participants' many suggestions in refining the system and subsystems.

Fruitful though these efforts have been, it was determined that COPES' fifth year in 1975-76 would be an appropriate time to place greater and more comprehensive emphasis than ever before on evaluation of COPES, in terms both of products and processes. With respect to products, looking at college actions resulting from COPES self-studies during 1972-73 through 1974-75 would give a solid indication as to whether COPES was really producing worthwhile results in keeping with its goal. With respect to processes, and again with COPES' goal in mind, an overall second look at the system would permit updating COPES to insure that it can provide most useful local and statewide management information.

Therefore a special COPES assessment study was planned to be conducted during the year. It was further decided that this study would focus on the basic system, not only for reasons of its total coverage but because it provides the design and application patterns that are also common to all COPES subsystems.

Objectives of the Study

The key objectives of the study were to:

- Secure COPES impact data from colleges which had participated in applications of the system from 1972-73 through 1974-75. (COPES' first year, 1971-72, was a developmental and field-testing period.)
- Assess the current system, with widespread participation, and make revisions as appropriate.
- Publish revised system guides, including instrumentation and criteria.

Method of Approach

1. Plans for the study were submitted to and reviewed by the COPES Planning and Internal Evaluation Committee. The study's impact component involved the standard COPES procedure of college self-study and outside validation of the self-study findings.

2. A 12-member COPES Revision Committee was formed to monitor the study and serve as the decision-making body regarding proposed refinements in the system. This committee included representation from project management, the Chancellor's Office, and the California Advisory Council on Vocational Education, as well as persons from the field who are knowledgeable of COPES and its applications.

3. System refinement suggestions obtained in 1974-75 and, as they became available, in 1975-76 from cooperating colleges' feedback and COPES validation team debriefings, were synthesized at the COPES Service Center. They were made available for Revision Committee analysis as one basis for modification of procedures and instrumentation.

4. A questionnaire was sent to the 42 colleges which had applied the COPES overall system during the three years covered by the study. The questionnaire sought information on difficulties encountered in implementing the COPES recommendations, impact on students brought about by implementation of the recommendations, resultant improvements in the quality and availability of occupational education at the colleges, needs for improvement in COPES, quality of the oral and written COPES reports to the colleges, and extent of college distribution of the written reports. Thirty-nine colleges responded. Typically the respondent was the college's occupational dean.

5. Guide, instrumentation, and criteria refinement proposals were formulated by a study subcommittee, especially established for this purpose.

6. Members of the Revision Committee visited a random sample of 18 of the cooperating colleges to validate questionnaire responses. Two hundred forty-three interviews were conducted during these visits--chiefly with superintendents and presidents, other administrators,

instructors, counselors, and other staff members. In addition, a wide variety of verifying evidence was reviewed.

7. On the basis of all pertinent inputs, the Revision Committee identified changes needed in the basic system.

8. These changes were effected, and revised guides, including instrumentation and criteria, were prepared for publication. Planning also was begun for revision of COPES audiovisual materials to accommodate the system changes.

9. Information received from the colleges and the visiting validators was analyzed and, together with actions taken by the Revision Committee, used as a basis for the development of this written report.

Acknowledgments

Gratitude is expressed to the many people who cooperated in providing time, thought, and energy for the assessment study--at the colleges, on the Revision Committee and subcommittee, and on the Planning and Internal Evaluation Committee.

The colleges and, where applicable, their validation visit coordinators are identified in Appendix A. Names and affiliations of the members of the Revision Committee, subcommittee, and Planning and Internal Evaluation Committee are shown as Appendix B.

Organization of the Report

In the sections which follow, this report is organized to provide--first in summary form and then, where warranted, in greater detail--impact findings, Revision Committee concurrences, and system refinements resulting from the study.

As indicated above, revised guides, including instrumentation and criteria, are published separately.

Section 2

MANAGEMENT DIGEST

MANAGEMENT DIGEST

COPES has served to improve the quality and availability of occupational education at California community colleges.

It is a fundamentally sound evaluation system.

Those are the two key findings of this special study, undertaken to assess the impact of COPES at cooperating colleges and the need for system revisions.

Also, where system revision needs were identified and determined to be important, they were quickly acted upon.

Impact Assessment

On the basis of responses from 39 colleges at which COPES was applied during the three years covered by the study, and with validation of those responses at 18 of the colleges, the following can be reported:

1. Oral and written reports of the COPES teams focused closely on realistic strengths and weaknesses in the colleges' occupational education programs, and were highly useful to the colleges in planning for change.

2. COPES was credited with having led to many beneficial results at the colleges, in terms of impact on students and in occupational education improvements. In all, college respondents noted 139 positive effects, chief among which were:

- Strengthening of curriculum
- Staffing additions
- Increased institutional recognition and support of occupational programs
- Improved occupational staff morale

- Improved administration of occupational education
- Improved placement services

Moreover, 16 additional positive effects were identified in the validation process which had not been noted by the college respondents, bringing the overall total to 155. On the other hand, only six respondent mentions were made of negative effects, mostly in connection with attitudes of some team members.

3. The above results were obtained despite difficulties encountered by most of the colleges in implementing COPES recommendations. Money and time proved to be the biggest obstacles.

System Assessment and Resultant Actions

Upon review of all pertinent study inputs, the COPES Revision Committee decided that:

1. The present COPES system is fundamentally sound.

2. A follow-up revisit to determine institutional action taken on the basis of COPES findings at all cooperating colleges should become standard procedure.

3. Major revisions should be made in instrumentation, most notably reducing the number of items in the detailed perceptions instruments from 60 to 36, and other changes--mostly minor--should be made in the COPES Guide.

4. Suggestions should be made to cooperating colleges on how the written COPES reports might be distributed to provide an optimum basis for action.

On the basis of Revision Committee decisions and other study considerations, COPES management approved:

1. Installation as standard COPES procedure of the expanded follow-up determination of college action.

2. Publication of a revised COPES Guide and COPES Guide (Instrumentation), as recommended by the Committee.

3. Change in the form of oral and written reporting by COPES validation teams to provide greater specificity and sharper focus.

4. Undertaking the identification of exemplary occupational education programs and practices to assist other colleges in effecting improvements.

5. Enlisting participation of counselors on validation teams.

6. Development of procedures to help colleges make the most effective use of validation team reports.

Section 3

COPES IMPACT ASSESSMENT

COPES IMPACT ASSESSMENT

College Responses

Respondents at the cooperating colleges generally agreed that:

- Oral and written reports of the COPES teams focused on realistic strengths and weaknesses in the colleges' occupational education programs, and were useful in planning for change.
- Implementation of recommendations made by the COPES teams had a beneficial impact on students.
- Application of COPES contributed to improving the quality and availability of occupational offerings of the colleges.

Oral and Written Reports

The teams' oral and written reports to the colleges were accorded high composite ratings in all regards, as shown by Tables 1 and 2.

Concerning the oral reports (and excluding don't know and no response), 36 of the 37 ratings for effectiveness were acceptable or better on a five-point scale ranging from poor to excellent, and 32 were good or excellent. All 37 ratings for focus on realistic strengths and weaknesses were acceptable or better, again with 32 good or excellent. Thirty-five ratings on usefulness in planning for change were acceptable or better, with 30 good or excellent.

Concerning the written reports (don't know and no response again excluded), 37 of 38 ratings for focus on realistic strengths and weaknesses were acceptable or better, and 34 good or excellent. Thirty-three of 35 ratings on usefulness in planning for change were acceptable or better, and 29 good or excellent.

Table 1

COLLEGE RESPONDENT RATINGS OF COPES ORAL REPORTS

(N = 39)

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know or No Response
Effectiveness	0	1	4	24	8	2
Focus on realistic strengths, weaknesses	0	0	5	18	14	2
Usefulness in planning for change	0	2	5	25	5	2

Source: Mailed responses.

Table 2

COLLEGE RESPONDENT RATINGS OF COPES WRITTEN REPORTS

(N = 39)

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know or No Response
Focus on realistic strengths, weaknesses	0	1	3	23	11	1
Usefulness in planning for change	0	2	4	20	9	4

Source: Mailed responses.

Combining all aspects in Table 1, 97% of the oral report ratings were acceptable or better, with 85% good or excellent; in Table 2, 96% of the written report ratings were acceptable or better, with 87% good or excellent.

Distribution of Written Reports

At the vast majority of the 39 cooperating colleges, the COPES team written reports were distributed to administrators and occupational faculty--the former in 36 instances, the latter in 33. (See Appendix C-1.)

At only one college was the report distributed to academic faculty.

Counselors received copies at 19 colleges, advisory committee members at 9, governing board members at 6, students at 3.

Difficulties Encountered in Implementing Recommendations

Most of the colleges met with obstacles in seeking to improve areas of occupational education identified by COPES as having priority need for improvement. (See Appendix C-2.)

Only five of 37 respondents (no reply to the question was received from two colleges) stated that they had not encountered any difficulties of material importance.

At 12 colleges, insufficient funds were cited; at seven, insufficient lapsed time between the evaluation and this study.

A variety of organizational and "human element" problems were noted--including an unresolved college management role in a multi-college district, in three instances, and resistance to assigning more decision-making responsibility to the occupational education administrator, in two.

Also in two instances lack of implementation was attributed to the nature of the recommendations.

Typical among the respondents' comments regarding implementation difficulties were the following:

"Needed staff could not be hired because of district restrictions on hiring, and money was not available for needed equipment and added sections in certain areas. In spite of the above limitations, our enrollments continue to increase."

"None; there has been complete college cooperation and support."

"The recommendations appeared impractical at the time."

"None except time. Reviewing the written recommendations indicates that all but one have been accomplished, and that one is being worked on."

"By board directive, the recommendations have been accomplished to a large degree. There was, however, some reluctance on the part of some administrators to give occupational education its rightful place in the overall picture in regards to decision making."

"Difficulties have arisen in implementing better lines of responsibility and authority because of our change from a single-campus district to a multi-campus district."

"People in management roles tend to ignore the recommendations."

"Actually the COPES visitation served to overcome our major difficulty. It redirected the thinking of the administration, particularly those who were in a position to do something. Most of what had been done was lip service. I feel that the direct and specific recommendations of the COPES committee, along with the overall quality of the committee, have done more to shape the direction of occupational education at this college than any other influence during the last ten years. We still have a long way to go, but for the first time we feel we have a direction and a purpose. This has done a great deal to restore the confidence of the voc ed staff and given them pride in the job they are doing."

Effects of COPES

As shown in Tables 3 and 4, COPES was seen by the respondents (again excluding don't know and no response) as having resulted substantially in improvement of the quality and availability of occupational education and in a beneficial impact on students.

Table 3

COLLEGE RESPONSES REGARDING IMPACT OF COPES
ON IMPROVING QUALITY AND AVAILABILITY OF OCCUPATIONAL EDUCATION

Question: Did COPES improve the quality and availability of occupational education at your college?

(N = 39)

No	Perhaps	Yes (Somewhat)	Yes (Unqualified)	Don't Know or No Response
4	3	3	26	3

Source: Mailed responses.

Table 4

COLLEGE RESPONSES REGARDING IMPACT ON STUDENTS
RESULTING FROM IMPLEMENTATION OF COPES RECOMMENDATIONS

Question: What was the impact on students by implementing the COPES recommendations?

(N = 39)

None	Very Little	Beneficial in Areas of Implementation	Don't Know or No Response
1	2	20	16

Source: Mailed responses.

Concerning student impact, 20 of these 23 respondents noted beneficial results, and 29 of 36 cited occupational education improvements.

Many of the effects were of a quite tangible nature; others involved matters of "climate". (See Appendix C-3.)

In rank order, the 15 most frequently mentioned areas of positive effect were:

- Strengthening of curriculum (i.e., course and program additions and updatings)
- Professional staff additions
- Increased institutional awareness and recognition of occupational programs
- Improved occupational staff morale
- Improved administration of occupational education
- Improved placement services
- Increased staff awareness and support of occupational education needs
- Improved services for handicapped students
- Validation and support, through COPES, of college-identified occupational education needs and priorities
- Improved student follow-up, largely through implementation of SAM (Student Accountability Model)
- Improved occupational counseling and guidance
- Improved work-experience programs
- Increased "professionalism" among occupational education faculty (e.g., continuing interest in assessing content of their courses and instructional methods)
- Improved instructional facilities
- Increased enrollments in occupational programs

In all, 139 positive effects were noted. On the other hand, six mentions were made of negative effects--mostly in connection with the respondents' belief that some COPES team members came to the colleges with preconceived opinions or that they tried to "sell" their own ideas to the colleges.

Some typical respondent comments (see Appendix C-4) relating to the questions of student impact, occupational education improvement, and other effects of COPES are presented immediately below.

Impact on Students

"COPES said we needed outreach locations. At the time we had none. Now we have ten. Thus there are more classes available to students away from the campus. We also have moved to solve our campus facilities problem by adding a multi-million-dollar building, in addition to many portables."

"If growing enrollment figures in the occupational programs are an indication, the impact must be positive. This could result from our becoming more aware of student needs and making programs more convenient for them."

"Too early to tell, but I doubt that any impact will be felt by students."

"The impact of COPES recommendations on students has been greatest in the areas of placement, follow-up, and work experience. We now have staffing and a system that did not exist when COPES was here for a visit. In addition, many areas of vocational education have been updated in facilities and equipment which results in better conditions for student learning."

"A major effort of occupational staff in developing a program evaluation process will undoubtedly prove to have a major impact on program quality and thus on student success in the world of work."

"We have more individualized instruction now, but this is not a direct result of COPES. The COPES profile, however, was one of many reasons for our efforts."

"The communication between the occupational education faculty and the counseling department has increased greatly. This has provided students with more up-to-date counseling information."

Improvements in Occupational Education Quality and Availability

"COPES made us aware of the need to become more community-oriented, to analyze community needs, and to engage in student recruitment. Our efforts in these regards have proved to be very successful. During 1974-75, for example, a major student recruitment effort was put forth; it realized a better than 25% growth."

"Course outlines have been examined and updated as per COPES' suggestion."

"I don't think so. We have good programs and knew they were good long before COPES visited us."

"The board and public became more aware due to the team visit and reports; thus more support was generated."

"Because of the needed administrative support and recognition, there is now an associate dean for vocational education who has the responsibility and authority in regard to program planning, budgeting, and scheduling which has made many of the needed changes possible."

"Increased use of advisory committees. Faculty load study and new policy. Counselors are now assigned to advisory committees to assist in understanding programs and opportunities. Learning packets, tutors, and career center have been initiated."

"Many of the improvements were in the planning stages and would have taken place anyway--COPES or no COPES. On the other hand, the COPES report helped support and pinpoint our needs, and may have been a contributing factor to our obtaining the improvements needed."

"COPES facilitated the establishment of a placement office and upgrading of the follow-up process. It also stimulated interest in development of a program evaluation model and in producing meaningful job market analysis studies."

Other Effects

"The effects of the COPES visitation were positive, making many on campus aware of facets of our occupational program that otherwise would have remained obscure and unidentified. I believe the total staff saw a dimension to the program which they had not previously conceived or thought significant."

"The college is in the process of organizational restructuring. The president, having been involved in the COPES evaluation, has become sensitive to occupational programs in relation to community needs. He has, in the reorganizational process, taken

certain recommendations made by the COPES team and has implemented these concepts in the restructuring."

"Many faculty felt they were being interviewed by people 'selling' their own thing."

"Having outside representatives with expertise in the occupational areas lent credibility to the study."

"Most of the effect has been in terms of purpose or philosophy. I don't want you to assume that all occupational education staff are standing shoulder to shoulder, but 90% of our people have come alive and are involved. Perhaps you might say they are becoming more professional."

"Staff became more aware of criteria for evaluating the quality of occupational education programs."

Validation of College Responses

Validation visits to 18 of the cooperating colleges largely confirmed the colleges' written responses. (See Appendix C-5.)

In some cases, validator findings were that there were overstatements by the respondents; in other cases, understatements. For example, in the two instances where validation did not confirm the written responses on student impact, it appeared to be less than reported at one college and greater than reported at the other. Exactly the same thing occurred regarding the two instances where validation did not confirm the responses on other effects resulting from the COPES visit.

As a matter of fact, the validators found 16 areas of occupational education improvement creditable at least in part to COPES which had not been noted by the respondents. (See Appendix C-6.)

Included among validator comments (see Appendix C-7) in reporting on their visits to the colleges were the following:

"Eighteen of the 22 people I interviewed at the college had surprising recall of the COPES team visit four years ago. All 18 were knowledgeable of the critical needs. The president was most positive and proceeded to list the college responses to the needs. In my judgment, nine of the 11 have received attention."

"One thing that came through in today's interviews was the credit given the whole COPES process for motivating and stimulating staff to reflect on what is and what ought to be. A number volunteered the belief that the COPES approach is superior to accreditation as a process."

"The COPES process was very prominent in moving the college to mobilize for action. It was a very positive direction."

Section 4

COPES SYSTEM ASSESSMENT AND RESULTANT ACTIONS

COPES SYSTEM ASSESSMENT AND RESULTANT ACTIONS

College Responses

College respondents offered a variety of suggestions for increasing the impact of COPES. (See Appendix D-1.)

In rank order, the five most frequently mentioned areas for action were:

- Make regular follow-up revisit provision for determining extent of colleges' implementation of COPES recommendations.
- Provide consultation to colleges on implementation of recommendations.
- Be more specific in recommendations.
- Improve in-service training for COPES team members regarding visitation purpose (to minimize preconceptions and "selling" of members' "pet ideas").
- Involve academic faculty of cooperating colleges in COPES process.

At five colleges, the respondents rated COPES sound in its present form and stated no further improvements are needed. At one college, the respondent questioned the need for further development of COPES in view of existing techniques for institutional self-evaluation and provisions for accreditation.

Typical among the respondents' comments (see Appendix D-2) were the following:

> "A regular procedure of having a follow-up visit to the campus by perhaps one member of the original team is needed. He should focus on COPES recommendations and document in a written report those that have been implemented."

> "None, unless it were feasible to refer an expert to the college who could suggest ways of meeting the recommendations."

"It would be well if COPES could be integrated with the total accreditation process. It is difficult for a college to gear up for separate evaluations."

"When areas of weakness which deserve specific recommendations are found, these areas should be given greater emphasis and specific, detailed justification in both written and oral reports."

"I believe COPES' impact is being felt throughout the state. Site visit chairpersons are becoming more cognizant of their need to know something about the college, its particular role in the community, and its objectives. Perhaps more in-service training is needed for other team members so as to make them more fully aware of the COPES function in visitation."

"Visitors should come with fewer preconceived notions and more current understanding of the world of occupational education."

"Develop techniques to inform and involve non-occupational faculty--sell the program!"

Validator Perceptions

College respondent suggestions were underscored by the members of the COPES Revision Committee who conducted the validation visits. (See Appendix D-3.)

Concerning the oral and written team reports, the validators' most frequently mentioned suggestion: Be more specific.

For the oral report, they also recommended principally encouraging attendance of more college personnel, including academic faculty; for the written report, wider distribution--including certain appendixes of particular import (e.g., student and advisory committee inputs).

Aside from the reporting considerations, there were these comments (also see Appendix D-4):

"There could be a regular pattern of follow-up at the participating colleges two or three years later, with a formal report on implementation of recommendations."

"Academic people should be aware of and participate in the process."

"Yearly revisitation as a prod to accomplishment."

"Most interviewees focused on the time limitations of the COPES team visit and the unfulfilled expectations that many on the faculty had of meeting with members of the team. Suggestions made included extending the length of the site visit and making certain that those who participate in a study of this type are afforded the opportunity of interviews."

"Once an overall evaluation has been done, a follow-up should be made with an in-depth evaluation of specific occupational areas. Or staff should be in-serviced to conduct their own evaluation; the college could finance a team of peers to validate the evaluation."

"Dissemination of COPES' overall reports on status of occupational education and subsystems should be expanded to include state legislators, college presidents, the Postsecondary Commission, the Board of Governors, and the State Advisory Council on Vocational Education. The political clout of these groups necessitates keeping them informed on COPES. They should consistently receive COPES informational brochures, as well."

Subcommittee Recommendations

The subcommittee assigned responsibility for proposing refinements in COPES system procedures and instrumentation made three major recommendations to the Revision Committee. These recommendations, based on suggestions from participants in the assessment study and from college feedback and COPES team debriefings in 1974-75 and 1975-76, involved:

- Providing for follow-up determination of institutional action taken as a result of COPES findings at all cooperating colleges.
- Reducing the number of evaluation items in the system's detailed perceptions instruments from 60 to 36.
- Simplifying the factual-data part of the instrument which represents the official college view of its occupational education system.

Procedures

In connection with the first recommendation cited above, the subcommittee recommended insertion of the following in the COPES Guide:

"After appropriate intervals of time, COPES will request feedback from the college on action taken as a result of the self-study. Such request for feedback may include a one-day revisit to the college by a knowledgeable COPES professional."

The committee also recommended numerous other Guide changes, including--as often suggested in feedback and debriefings--addition of a counselor to a typically composed COPES validation team.

Instrumentation

The detailed perceptions instruments' 60 items were reduced to 36. The process involved consolidating duplicative or overlapping considerations. Also items more readily measurable in terms of other items than by themselves were eliminated (e.g., "administration's commitment to occupational education" can better be determined by such factors as budgetary provisions and effective organizational structure than as an isolated concept).

In connection with the third recommendation cited above, factual-data areas of the instrument representing the official college view were revised. Items which had been found through experience not to be critical to the conduct of effective evaluation were eliminated. Also, wherever possible, critical areas were simplified so as to minimize college efforts in responding.

Throughout the detailed perceptions instruments, items and criteria were reworked as necessary for greater clarity and precision.

Revision Committee Decisions

Having reviewed all pertinent inputs, members of the COPES Revision Committee at their year-end meeting decided that:

- The present COPES system is fundamentally sound.
- With some modifications suggested by committee members, the changes recommended by the subcommittee should be made in procedures and instrumentation.

- Suggestions should be made to a college on how its self-study written report might be distributed to provide an optimum basis for action.
- The personal COPES revisit to a college one or two years following its self-study should become standard procedure.

Resultant Actions by COPES Management

On the basis of the Revision Committee decisions and other facets of the study, COPES management approved the following actions:

- Installation as standard COPES procedure of a personal revisit to each cooperating college one or two years after self-study to determine extent of implementation of recommendations.
- Publication of simplified and otherwise refined detailed instruments, including reworded evaluation items and criteria for greater clarity and precision.
- Greater specificity and sharper focus in oral and written reporting by COPES validation teams through a process in which perceived areas of strength and of priority needs for improvement will be rank-ordered for each cooperating college and will be linked directly to items shown on the detailed instruments.
- Undertaking identification of exemplary programs and practices at cooperating colleges and securing of appropriate mechanisms for making them known to other colleges interested in occupational education improvements.
- Enlisting the future participation of counselors on COPES validation teams.
- Development of procedures for consideration by cooperating colleges in achieving optimum distribution of the validation team written reports and obtaining their most effective use as a basis for planning institutional action.

APPENDIXES

APPENDIX A
COOPERATING COLLEGES

A-1 Cooperating Colleges Revisited

A-2 Other Cooperating Colleges

Appendix A-1

COOPERATING COLLEGES REVISITED[1/]

College and Revisit Date	College Coordinator of Revisit	Revision Committee Revisit Member
Barstow College Barstow April 26, 1976	William J. Krueger Dean of Instructional Services	George W. Ebey
Cabrillo College Aptos May 5, 1976	Jack Snyder Dean, Occupational & Continuing Education	William R. Morris
College of the Canyons Valencia April 8, 1976	Robert G. Pollock Dean, Vocational-Technical Education	David V. Robles
Cerritos College Norwalk April 19, 1976	Richard E. Whiteman Dean of Vocational Education	Ray E. Loehr
Chaffey College Alta Loma May 4, 1976	Ralph A. Porter Dean, Occupational Education	M. Jack Fujimoto
Fresno City College Fresno April 20, 1976	Richard H. Handley Assoc. Dean of Instruction, Occupational Education	Irvin Colt
Imperial Valley College Imperial April 23, 1976	William D. Rudolph Dean of Vocational Education	George W. Ebey
Los Angeles Pierce College Woodland Hills April 7, 1976	M. Jack Fujimoto Dean of Instruction	David V. Robles

1/ Completed questionnaire and were revisited by member of COPES Revision Committee.

College of Marin Kentfield May 3, 1976	Joseph E. Berruezo Asst. Dean of Instruction and Director, Vocational-Technical Education	Nathan H. Boortz
Palomar College San Marcos April 23, 1976	Walter F. L. Brown Dean, Occupational Education	Henry E. Childs, Jr.
Porterville College Porterville April 22, 1976	Edward Buckles Associate Dean-Vocational Technical Education	Glen R. Guldberg
College of the Redwoods Eureka April 22, 1976	E. W. Soper Dean, Occupational Education	Taron N. Reeves
Rio Hondo College Whittier April 30, 1976	Wilbur W. Lorbeer Dean, Occupational Education	Jack Snyder
Sacramento City College Sacramento April 26, 1976	Louis Johnson Associate Dean of Occupational Education	Thomas M. Bogetich
Santa Barbara City College Santa Barbara May 7, 1976	Melvin J. Elkins Assistant Dean, Career and Occupational Education	Jack Snyder
Southwestern College Chula Vista April 26, 1976	Thomas C. Hahn Dean of Applied Arts and Sciences	Glen R. Guldberg
Victor Valley Community College Victorville April 9, 1976	Charles Peterson Assistant Dean, Occupational Education	Henry E. Childs, Jr.
West Valley College Saratoga April 23, 1976	Philip DeMarco Dean of Occupational Education	M. Jack Fujimoto

Appendix A-2

OTHER COOPERATING COLLEGES[1/]

College and Respondent

College of Alameda
Alameda
Edna P. Froehlich
Coordinator of Occupational Education & Cooperative Education

American River College
Sacramento
Louis Quint
Assistant Dean
Occupational Education

Crafton Hills College
Yucaipa
Edward L. Chapin, Jr.
Dean, Evening, Summer, and Occupational Education

Cypress College
Cypress
Lyndon E. Taylor
Administrative Dean, Instruction

De Anza College
Cupertino
Richard B. Kent
Associate Dean of Instruction

College of the Desert
Palm Desert
James T. Pulliam
Coordinator of Vocational Education

Glendale College
Glendale
Thomas S. Ryan
Dean of Occupational Education

Los Angeles City College
Los Angeles
James L. Heinselman
Dean of Instruction

Merced College
Merced
W. C. Martineson
Dean of Instruction
Vocational Education

Orange Coast College
Costa Mesa
Jack Scott
Dean of Instruction

Riverside City College
Riverside
Cecil D. Green
Assoc. Dean of Academic Services, Occupational Education

San Diego City College
San Diego
James E. Hilsgen
Dean of Vocational Education

San Jose City College
San Jose
Lois A. Callahan
Dean of Instruction, Occupational Education

Santa Ana College
Santa Ana
Fred E. Ittner
Dean, Occupational Education

Santa Monica College
Santa Monica
Herbert L. Schlackman
Dean of Occupational Education

Sierra College
Rocklin
Martin E. Jack, Jr.
Assoc. Dean of Instruction for Vocational Education

1/ Completed questionnaire but not revisited.

Solano Community College
Suisun City
Gerald M. Simoni
Director of Vocational Education

Taft College
Taft
Wendell L. Reeder
Superintendent/President

Ventura College
Ventura
Charles C. Dahl
Assoc. Dean of Instruction/
Career Education

West Hills College
Coalinga
Daniel R. Peterson
Dean of Instruction

Yuba College
Marysville
Earl R. Orum
Dean of Instruction

APPENDIX B

COPES Project Participants

Appendix B

COPES PROJECT PARTICIPANTS

Revision Committee

Thomas M. Bogetich, Executive Director, California Advisory Council on Vocational Education and Technical Training

Nathan H. Boortz, Director, Technical Education, Foothill-De Anza Community College District

Henry E. Childs, Jr., Vice President for Instruction, Chaffey College

Irvin Colt, Director, Occupational Education, Mt. San Antonio College

George W. Ebey, Project Coordinator, COPES Service Center

M. Jack Fujimoto, Dean of Instruction, Los Angeles Pierce College

Glen R. Guldberg, Dean, Vocational Education, Citrus College

Ray E. Loehr, Superintendent, Ventura County Community College District

William R. Morris, Evaluation Specialist, Chancellor's Office, California Community Colleges

Taron N. Reeves, Associate Governmental Program Analyst, Chancellor's Office, California Community Colleges

David V. Robles, Deputy Director, Economic & Social Opportunities Inc.

Jack Snyder, Dean, Occupational & Continuing Education, Cabrillo College

Revision Subcommittee

John L. Buller, Vice Chancellor-Vocational Education, Coast Community College District

Arthur N. Cherdack, Director, Educational Research and Analysis, Los Angeles Community College District

George W. Ebey, Project Coordinator, COPES Service Center

Raymond E. Hernandez, Specialist, Occupational Education, Chancellor's Office, California Community Colleges

John M. Hubbard, Assistant to Chancellor for Community Relations, San Mateo Community College District

Richard B. Kent, Associate Dean of Instruction, De Anza College

Planning and Internal Evaluation Committee

Joseph E. Berruezo, Assistant Dean of Instruction, Vocational-Technical Education, College of Marin; Past President, California Community College Administrators of Occupational Education

Nathan H. Boortz, Director of Technical Education, Foothill-De Anza Community College District; COPES Project Manager

Dale L. Bratten, Dean of Instruction, Columbia Junior College; Past Chairman, Northern California Deans of Instruction

Henry E. Childs, Jr., Vice President for Instruction, Chaffey College; Past Chairman, Southern California Deans of Instruction

John W. Dunn, Chancellor, Foothill-De Anza Community College District; President, Association of California Community College Chief Administrators

George W. Ebey, Project Coordinator, COPES Service Center

Raymond E. Hernandez, Specialist, Occupational Education, Chancellor's Office, California Community Colleges

William R. Morris, Evaluation Specialist, Division of Occupational Education, Chancellor's Office, California Community Colleges

Ernest R. Neasham, Evaluation Consultant, Division of Vocational Education, California State Department of Education

Richard E. Whiteman, Dean, Vocational Education, Cerritos College; President, California Community College Administrators of Occupational Education

APPENDIX C

DETAIL ON IMPACT ASSESSMENT

C-1 Distribution of COPES Written Reports at Cooperating Colleges

C-2 Obstacles to Implementing COPES Recommendations College Respondent Perceptions

C-3 Effects of COPES - College Respondent Perceptions

C-4 Comments of College Respondents

C-5 Confirmation of College Responses Validator Findings

C-6 Additional College Improvements Creditable to COPES - Validator Findings

C-7 Validator Comments

Appendix C-1

DISTRIBUTION OF COPES WRITTEN REPORTS
AT COOPERATING COLLEGES

Question: To whom was the COPES written report distributed?

Recipient Category	Mentions (N = 39)
All administrators	36
Occupational faculty	33
Counselors	19
Advisory committee members	9
Board members	6
Students	3
Some administrators	2
All certificated personnel	1
Available to all, and widely discussed, but not distributed en masse	1
Discussed at various meetings, but not distributed	1
Division chairmen	1

Source: Mailed responses.

Appendix C-2

OBSTACLES TO IMPLEMENTING COPES RECOMMENDATIONS
COLLEGE RESPONDENT PERCEPTIONS

Question: What difficulties were encountered in implementing the COPES recommendations? Please explain.

Area of Difficulty	Mentions (N = 32)*
Insufficient funds	12
Time	7
Unresolved college management role in multi-college district	3
Resistance to assigning more decision-making responsibility to occupational education administrator	2
Administrative organization changes	1
Apparent impracticality of recommendations	1
Individual faculty problems in implementing follow-up	1
Planning problems	1
Recommendations too general for easy implementation	1
Resistance to change on part of academic-oriented faculty	1
Staff disagreements as to implementation priorities	1
Strained board/administration/faculty relationships	1
Tendency of management to ignore recommendations	1

*Five respondents stated their colleges had encountered no difficulties of material importance. Responses to this question were not made at two colleges.

Source: Mailed responses.

Appendix C-3

EFFECTS OF COPES
(IMPACTS ON STUDENTS, IMPROVEMENTS IN QUALITY AND AVAILABILITY OF OCCUPATIONAL EDUCATION, OTHER)

COLLEGE RESPONDENT PERCEPTIONS

Questions: What was the impact on students by implementing the COPES recommendations? Did COPES improve the quality and availability of occupational education at your college? Were there any other effects (positive or negative) resulting from the COPES visit? Please explain.

Area of Positive Effect	Mentions (N = 39)
Strengthening of curriculum (i.e., course and program additions and updatings)	10
Increased institutional awareness and recognition of its occupational programs	9
Professional staff additions	9
Improved occupational staff morale	8
Improved administration of occupational education	7
Improved placement services	7
Increased staff awareness and support of occupational education needs	7
Improved services for handicapped students	6
Validation and support, through COPES, of college-identified occupational education needs and priorities	6
Improved occupational counseling and guidance	5
Improved student follow-up	5
Improved work experience programs	5
Increased "professionalism" among occupational faculty (e.g., continuing interest in assessing content of their courses and instructional methods)	5
Improved instructional facilities	4

Area of Positive Effect (continued)

Increased enrollments in occupational programs	4
Greater emphasis on outreach programs	3
Improved instructional equipment	3
Improved internal communications	3
Improved use of advisory committees	3
New emphasis on job market analysis	3
Paraprofessional staff additions	3
Improved planning processes	2
Improved services for disadvantaged students	2
Increased governing board and public awareness and support of colleges occupational programs	2
Increased use of individualized instruction	2
New emphasis on community needs analysis	2
Opportunity afforded by COPES to share ideas with team members	2
Development of college policy on faculty load	1
Development of institutional program evaluation process	1
Good feeling on part of occupational faculty regarding credibility of COPES findings because of expertise demonstrated by team members	1
Good feeling on part of occupational students regarding their opportunity to provide input to the COPES study	1
Implementation of evaluation process for part-time occupational faculty	1
Improved budgetary provisions for occupational education	1
Improved student confidence in programs as result of COPES findings	1
Increased provision of remedial assistance to occupational students in mathematics and English	1

Increased use of short courses	1
Interest demonstrated by occupational faculty in applying COPES again in the future	1
More effective use of resources	1
New emphasis on recruitment of students into occupational programs	1

Area of Negative Effect

Feeling that some COPES team members had preconceived opinions	2
Feeling that some COPES team members tried to "sell" their own ideas	2
Bad reaction on part of some college personnel regarding diversion of resources to enable conduct of COPES application	1
Feeling on part of some occupational faculty that occupational programs are overly subject to evaluation in comparison with academic programs	1

Source: Mailed responses.

Appendix C-4

COMMENTS OF COLLEGE RESPONDENTS

Among the questions directed to college respondents were the following:

- What difficulties were encountered in implementing the COPES recommendations?
- What was the impact on students by implementing the COPES recommendations?
- Did COPES improve the quality and availability of occupational education at your college?
- Were there any other effects (positive or negative) resulting from the COPES visit?

While content analyses of the written responses are provided in Appendixes C-2 and C-3, selected verbatim replies are shown below for readers who wish further detail.

<u>What difficulties were encountered in implementing the COPES recommendations?</u>

"Needed staff could not be hired because of district restrictions on hiring, and money was not available for needed equipment and added sections in certain areas. In spite of the above limitations, our enrollments continue to increase."

"Immediate implementation was difficult due to the board/administration/faculty relationship. However, since the hiring of a new superintendent/president, considerable progress has been made."

"None; there has been complete college cooperation and support."

"None except time. Reviewing the written recommendations indicates that all but one have been accomplished, and that one is being worked on."

"Follow-up studies continue to create a problem for individual faculty. The introduction of the SAM procedures will aid in this problem."

"None; all recommendations were accepted as institutional objectives for improvement of occupational education during 1975-76."

"This college is very academically oriented, and most instructors refuse to change. Even the occupational instructors tend to instruct for the transfer student."

"Clarification of management roles has been particularly difficult in this multi-campus district. Each year since the COPES visit this function has improved."

"By board directive, the recommendations have been accomplished to a large degree. There was, however, some reluctance on the part of some administrators to give occupational education its rightful place in the overall picture in regards to decision making."

"Our biggest obstacle is a hard-headed business manager."

"Actually the COPES visitation served to overcome our major difficulty. It redirected the thinking of the administration, particularly those who were in a position to do something. Most of what had been done was token lip service. I feel that the direct and specific recommendations of the COPES committee, along with the overall quality of the committee, have done more to shape the direction of occupational education at this college than any other influence during the last 10 years. We still have a long way to go, but for the first time we feel we have a direction and a purpose. This has done a great deal to restore the confidence of the voc ed staff and given them pride in the job they are doing."

"The recommendations were too general to be easy to implement."

"People in management roles tend to ignore the recommendations."

"The recommendations appeared impractical at the time."

"Difficulties have arisen in implementing better lines of responsibility and authority because of our change from a single-campus district to a multi-campus district."

What was the impact on students by implementing the COPES recommendation?

"COPES said we needed outreach locations. At the time we had none. Now we have 10. Thus there are more classes available to students away from the campus. We also have moved to solve our campus facilities problem by adding a multi-million-dollar building, in addition to many portables."

"If growing enrollment figures in the occupational programs are an indication, the impact must be positive. This could result from our becoming more aware of student needs and making programs more convenient for them."

"Students enjoy a career center and improved career counseling."

"Too early to tell, but I doubt that any impact will be felt by students."

"Very little, in that most COPES recommendations were not implemented."

COPES recommendations concerning the development and improvement of work experience, evaluation of part-time faculty, and expanded use of short courses have had very positive results for the students."

"The impact was on administration."

"The COPES study resulted in improved student confidence in the programs, because improvements were made to better prepare students for employment. This increased student motivation and purpose for attending school."

"The impact of COPES recommendations on students has been greatest in the areas of placement, follow-up, and work experience. We now have staffing and a system that did not exist when COPES was here for a visit. In addition, many areas of vocational education have been updated in facilities and equipment which results in better conditions for student learning."

"We have more individualized instruction now, but this is not a direct result of COPES. The COPES profile, however, was one of many reasons for our efforts."

"A major effort of occupational staff in developing a program evaluation process will undoubtedly prove to have a major impact on program quality and thus on student success in the world of work."

"Major for handicapped students, minimum for others."

"More departments are moving toward self-paced, individualized instruction."

"The communication between the occupational education faculty and the counseling department has increased greatly. This has provided students with more up-to-date counseling information."

"Curriculum modification."

Did COPES improve the quality and availability of occupational education at your college?

"There was improvement in quality of instruction due to instructors' self-evaluation in the COPES process. Also the study made instructors, counselors, students, administration, and advisory committee members feel pride in their participation in the programs. As one instructor said, 'Just think; this is one time when occupational education is in the limelight.'"

"COPES made us aware of the need to become more community-oriented, to analyze community needs, and to engage in student recruitment. Our efforts in these regards have proved very successful. During 1974-75, for example, a major student recruitment effort was put forth; it realized a better than 25 per cent growth."

"Course outlines have been examined and updated as per COPES' suggestion."

"Yes, by adding staff in occupational education and by focusing attention on occupational education, resulting in better facilities and equipment."

"It reaffirmed where our effort should be placed."

"Due to increased administrative staff and released time for division chairmen, many new programs are now being considered and some have already been implemented."

"The faculty was sensitized to the needs of community and students in the occupational education processes."

"I don't think so. We have good programs and knew they were good long before COPES visited us."

"No. We are out of facilities and very little change in program offerings has been made. Those that have been made were not the result of the COPES visit."

"COPES has expedited recognition of the need for improvements in occupational education and consequently has brought about a coordinated effort toward this end. This is an ongoing process with continuous improvement in mind."

"Yes. The board and public became more aware due to the team visit and reports; thus more support was generated."

"By following as closely as possible the suggestions made in the COPES report, many areas of occupational education have been improved, including relief of work load by the vocational dean."

"Because of the needed administrative support and recognition, there is now an associate dean for vocational education who has the responsibility and authority in regard to program planning, budgeting, and scheduling which has made many of the needed changes possible. We still have a long way to go, but we are going."

"COPES provided us with a positive feeling we were doing a good job. It also pointed out some of the areas where we knew we could improve and, in doing so, caused us to do so."

"Increased use of advisory committees. Faculty load study and new policy. Counselors are now assigned to advisory committees to assist in understanding programs and opportunities. Learning packets, tutors, and career center have been initiated."

"Yes. All recommendations were implemented."

"Many of the improvements were in the planning stages and would have taken place anyway--COPES or no COPES. On the other hand, the COPES report helped support and pinpoint our needs, and may have been a contributing factor to our obtaining the improvements needed."

"The big thrust is more a result of new leadership than COPES. The COPES profile was used by the new dean in confirming priorities."

"The SAM system has been implemented for student follow-up. Hopefully this will assist in program development."

"Yes. COPES facilitated the establishment of a placement office and upgrading of the follow-up process. It also stimulated interest in development of a program evaluation model and in producing meaningful job market analysis studies."

"Varies with areas. Emerging services and programs were encouraged. Instructors were given a boost in morale. Administration was sensitized to communication and planning needs."

"COPES encouraged departments to look anew at their programs and teaching methods."

"COPES brought about increased awareness of occupational education opportunities on the part of counselors and academic faculty."

Were there any other effects (positive or negative) resulting from the COPES visit?

"Communications with our sister colleges, an area cited as an improvement need by the COPES team, have improved dramatically."

"The effects of the COPES visitation were positive, making many on campus aware of facets of our occupational program that otherwise would have remained obscure and unidentified. I believe the total staff saw a dimension to the program which they had not previously conceived or thought significant."

"A very positive outside verifying source that has an effect for many years."

"The college is in the process of organizational restructuring. The president, having been involved in the COPES evaluation, has become sensitive to occupational programs in relation to community needs. He has, in the reorganizational process, taken certain recommendations made by the COPES team and has implemented these concepts in the restructuring."

"For a period of time the occupational education faculty was 'up'".

"The only effects were positive in nature. Having outside representatives with expertise in the occupational areas lent credibility to the study."

"As a result of preparing for the COPES visit and meeting with the COPES team, members of the staff at the college seemed to develop a greater feeling of togetherness and a greater feeling of the importance of vocational education. Additionally, our people seemed to collect new ideas from each of the individual COPES team members."

"Many faculty felt they were interviewed by people 'selling' their own thing."

"I am sure there were, but it is difficult to break out specific instances. Most of the effect has been in terms of purpose or philosophy. I don't want you to assume that all occupational education staff are standing shoulder to shoulder, but 90% of our people have come alive and are involved. Perhaps you might say that they are becoming more professional."

"Occupational staff feel they and their programs are always being evaluated and that the academic area is not going through this to such a degree."

"Staff became more aware of criteria for evaluating the quality of occupational education programs."

"There was good feeling by staff as to the qualifications of the COPES team members, and staff valued the opportunity to share ideas with them. On the other hand, there was a distinct feeling that certain team members were measuring our college in the light of what they were doing in their own college and, as a result, missed some of the unique characteristics here."

"There is now better communication between administration and occupational education faculty."

Appendix C-5

CONFIRMATION OF COLLEGE RESPONSES

VALIDATOR FINDINGS

(N = 18)

Question: Does your college visit confirm the college responses to questions 3 through 8?

3. To whom was the COPES written report distributed?

Confirmed - 16

Not Confirmed - 2 (Validator explanations: At one college, distribution was not as widespread as reported, because of different interpretation given to meaning of a category of possible recipients; at the other college, distribution was greater than reported.)

4. What difficulties were encountered in implementing the COPES recommendations?

Confirmed - 15

Not Confirmed - 3 (Validator explanations: Difficulties not reported but noted during visits were lack of administrative commitment at two colleges. At third college, where mailed response had cited generality of recommendations as an obstacle to implementation, site visit interviews did not bear this out.)

5. What was the impact on students by implementing the COPES recommendations?

Confirmed - 16

Not Confirmed - 2 (Validator explanations: At one college, impact appeared to be greater than reported, through implementation of Student Accountability Model for follow-up; at the other college, impact appeared to have been overstated.)

6. Did COPES improve the quality and availability of occupational education at your college?

Confirmed - 17

Not Confirmed - 1 (Validator explanations: While college had claimed achievement of improvements, little or no evidence was perceived during site visit; interviewees blamed the situation on a "recalcitrant superintendent.")

7. In your opinion, what action should be taken to increase the impact of COPES?

Confirmed - 16

Not Confirmed - 1 (Validator explanations: Whereas college respondent had suggested that COPES provide leverage toward institutional implementation of recommendations, site visit interviewees did not think this would be appropriate.)

NR - 1

8. Were there any other effects (positive or negative) resulting from the COPES visit?

Confirmed - 15

Not Confirmed - 2 (Validator explanations: At one college, other positive effects appeared to be greater than reported; at the other, site visit interviews did not bear out other positive effects cited in mailed response.)

NR - 1

Source: Site visit interviews and observations.

Appendix C-6

ADDITIONAL COLLEGE IMPROVEMENTS CREDITABLE TO COPES

VALIDATOR FINDINGS

Question: Are there other improvements (not previously noted) in the quality and availability of occupational education at the college as a result of COPES? If yes, please specify.

Area of Improvement	Mentions (N = 9)*
Better provisions for handicapped students	3
Better college "climate" concerning occupational education	2
Better coordination of occupational education	2
Growth in occupational offerings	2
More effective placement services	2
Addition of instructional equipment	1
Better services for disadvantaged students	1
Better use of advisory committees	1
Establishment of career center	1
More equitable representation of occupational education interests on curriculum committee	1

*At nine colleges, no improvements beyond those previously noted were identified.

Source: Site visit interviews and observations.

Appendix C-7

VALIDATOR COMMENTS

"Eighteen of the 22 people I interviewed at the college had surprising recall of the COPES team visit four years ago. All 18 were knowledgeable of the critical needs. The president was most positive and proceeded to list the college responses to the identified critical needs. In my judgment, nine of the 11 have received attention. Of the other two, placement has been given some attention, but not effective. Least attention has been given to follow-up."

"COPES helped them realize that a small college cannot be all things to all people. They are now concentrating more emphasis on less programs--strengthening them--and stopping the earlier proliferation."

"There has been a rejuvenation of a cooperative attitude among the vocational education staff."

"One thing that came through in today's interviews was the credit given the whole COPES process for motivating and stimulating staff to reflect on what is and what ought to be. A number volunteered the belief that the COPES approach is superior to accreditation as a process."

"All those interviewed expressed the opinion that COPES created a climate for change. They were unable to cite any changes as a direct result of COPES but felt that the changes which did occur might not have--or at least might not have so quickly--had not COPES been utilized."

"The administration led the formation of task forces to work on recommendations to implement the COPES suggestions. The faculty reacted positively to the task; however, when some recommendations were not implemented, some negativism developed within faculty."

"The COPES process was very prominent in moving the college to mobilize for action. It was a very positive direction."

APPENDIX D

DETAIL ON SYSTEM ASSESSMENT

D-1 Suggested Actions to Increase Impact of COPES - College Respondent Perceptions

D-2 Selected Respondent Comments

D-3 Suggestions for Improving COPES Oral and Written Reports - Validator Perceptions

D-4 Selected Validator Comments

Appendix D-1

SUGGESTED ACTIONS TO INCREASE IMPACT OF COPES

COLLEGE RESPONDENT PERCEPTIONS

Question: In your opinion, what action should be taken to increase the impact of COPES?

Area of Action	Mentions (N = 26)*
Make regular provision for determining extent of colleges' implementation of COPES recommendations	9
Provide consultation to colleges on implementation of recommendations	5
Be more specific in recommendations	3
Improve in-service training for COPES team members regarding visitation purpose ((to minimize preconceptions and "selling" of members' "pet ideas")	2
Involve academic faculty of cooperating colleges in COPES process	2
Be more candid in team reports to colleges	1
Continue present practice of adding more community college professionals and lay persons to validation cadre each year	1
De-emphasize focus on set-aside funds and programs	1
Encourage cooperating colleges to make COPES orientation presentation to their boards of trustees	1
Have one person visit each college instead of using a team	1
Integrate with accreditation process	1
Provide workshops for occupational instructors	1
Secure wider dissemination of team reports	1

*Respondents at seven colleges had no opinion on, or did not respond to, this question. Respondents at five colleges rated COPES sound as is. One respondent questioned the need for further development of COPES in view of existing self-evaluation techniques and accreditation provisions.

Source: Mailed responses.

Appendix D-2

SELECTED RESPONDENT COMMENTS

In your opinion, what action should be taken to increase the impact of COPES?

"I believe COPES' impact is being felt throughout the state. Site visit chairpersons are becoming more cognizant of their need to know something about the college, its particular role in the community, and its objectives. Perhaps more in-service training is needed for other team members so as to make them more fully aware of the COPES function in visitation."

"I think the COPES recommendations were fair, reasonable, and did in fact recognize areas of needed improvement."

"Continue the project, and continue to involve additional community college staff and also lay persons."

"None, unless it were feasible to refer an expert to the college who could suggest ways of meeting the recommendations."

"A follow-up team consisting of a superintendent and a dean of vocational education to visit the college where COPES has visited. The purpose would be to meet with the superintendent and board members to discuss the COPES recommendations."

"Develop techniques to inform and involve non-occupational faculty--sell the program!"

"With self-evaluation techniques, plus the WASC formal accreditation procedures, it would seem questionable to further develop COPES."

"Yearly visit by a single member. Do not need a large entourage."

"When areas of weakness which deserve specific recommendations are found, these areas should be given greater emphasis and specific, detailed justification in both written and oral reports."

"Visitors should come with fewer preconceived notions and more current understanding of the world of occupational education."

"A regular procedure of having a follow-up visit to the campus by perhaps one member of the original team is needed. He should focus on COPES recommendations and document in a written report those that have been implemented."

"Might be controversial, but maybe during the planning stages suggest that a presentation be made at a regular meeting of the board of trustees. This certainly would stimulate more interest, as well as providing a platform for the final report."

"It is sound as it now stands."

"It would be well if COPES could be integrated with the total accreditation process. It is difficult for a college to gear up for separate evaluations."

"The report to the college should be more frank in the areas of administration."

"Refine the questionnaire so more specific recommendations can be made. Spend more time on the regular program, and less on the special set-aside funds and programs."

"Workshops should be provided for occupational instructors."

"One improvement could result in zeroing in on specific aspects of vocational education if the teams could be made of experts in that area. After a general visit by COPES, a follow-up team of this nature could be helpful in improving those areas identified as needing the most attention on a particular campus."

"None, insofar as COPES is concerned, but I feel administrators are responsible for wider dissemination of the findings."

"The present COPES procedure is doing a good job."

"Make the total faculty aware of the occupational education programs and problems on campus."

Appendix D-3

SUGGESTIONS FOR IMPROVING COPES ORAL AND WRITTEN REPORTS

VALIDATOR PERCEPTIONS

Question: Do you have suggestions for improving COPES oral reporting? If yes, please specify.

Area to Improve	Mentions (N = 11)*
Be more specific	4
Encourage attendance of more college personnel, including academic faculty	2
Allow more time for questions from the audience and discussion	1
Provide a common reporting format for use by all teams	1
Spend less time on protocol matters	1
Transcribe and distribute the report	1

Question: Do you have suggestions for improving the COPES written report?

Be more specific	4
Secure wider distribution of the report and/or certain appendixes (e.g., student and advisory committee inputs)	2
Make suggestions concerning implementation of recommendations	1
Provide in-service training for college staff on use of the report	1

*In seven instances, validators made no improvement suggestions.

Source: Site visit interviews and observations.

Appendix D-4

SELECTED VALIDATOR COMMENTS

Oral report

"It might be better if a common format were used by all teams, where the team chairman is the sole reporter with other members there for questions. Also it was recommended by some interviewees that more time be devoted for questions and discussion."

"Though the oral and written reports were favorably rated by respondents, several felt both should be more specific in operational terms. Such specificity can be achieved without being prescriptive."

"My own feeling after the visit is that perhaps the teams are too concerned with protocol. Perhaps more emphasis could be placed on the 'meat' issues."

"With no exceptions the interviewees all felt the report was well done."

Written report

"The report was given high marks. The only criticism heard was lack of specificity."

"Other than the very few people who read it or do much with it, the written report had little impact. One suggestion would be to in-service staff on how to use it."

"People at the college I visited would like to see some suggestions on implementation of the recommendations."

"While I can understand the difficulty of widely distributing the appendix material of the written report because of the amount of paper involved, some of these appendixes should be widely read--for example, students' inputs and those from advisory committees. Possibly some reorganization of the appendix material would be the answer, or a suggested 'summary'--to include most of narrative, plus key appendixes."

"A recommended systematic procedure for distribution and discussion of the written report should be developed. It is distributed to a restricted few, casually discussed, and forgotten."

Other

"We should stay out of colleges that are torn apart by turmoil."

"Most interviewees focused on the time limitations of the COPES team visit and the unfulfilled expectations that many on the faculty had of meeting with members of the team. Suggestions made included extending the length of the site visit and making certain that those who participate in a study of this type are afforded the opportunity of interviews."

"I disagree, but some of the administrators at the college I visited would prefer to have the teams treated as consultants rather than evaluators. Also, in some cases, there needs to be better orientation of the lay representatives on the teams."

"The initial meeting with college staff should include all people involved with occupational programs. If possible, the exit presentation should also involve everyone."

"Some people at the college questioned the attitude of the team. No one, for example, is going to ding a school when they will be subject to the same process someday. Some ideas to remove this stigma would be to use a completely independent third party, or to merge COPES with WASC."

"There could be a regular pattern of follow-up at the participating colleges two to three years later, with a formal report on implementation of recommendations."

"Once an overall evaluation has been done, a follow-up should be made with an in-depth evaluation of specific occupational areas. Or staff should be in-serviced to conduct their own evaluation; the college could finance a team of peers to validate the evaluation."

"Recommendations must be more directive to be effective."

"Require a board response that indicates they know about the recommendations and have directed some action from administration."

"Academic people should be aware of and participate in the process."

"Yearly revisitation as a prod to accomplishment."

"Dissemination of COPES' overall reports on status of occupational education and subsystems should be expanded to include state legislators, college presidents, the Postsecondary Commission, the Board of Governors, and the State Advisory Council on Vocational Education. The political clout of these groups necessitates keeping them informed on COPES. They should consistently receive COPES informational brochures, as well."

"More clarity is needed in the evaluation form items. Where possible, they should also be made briefer. Double meanings should be avoided."

"The 'don't know' column in the instruments should be divided into 'don't know' and 'not relevant to respondent's responsibility.'"